

# Frodsham Primary Academy



## Reception Sequenced Curriculum 2024-2025

(Updated January 2025 V7)

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

## Characteristics of Effective Learning ..... to be embedded through all areas of learning ... creating powerful learners and thinkers

### Playing & Exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by talking to themselves while playing. *For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."*
- Make independent choices.
- Do things independently that they have been previously taught.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.

### Active Learning

Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. *For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.*

Show goal-directed behaviour – Being involved and concentrating, to keep trying and enjoying achieving what they set out to do. Begin to correct their mistakes themselves. *For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.*

Keep on trying when things are difficult.

### Thinking and Creating Critically

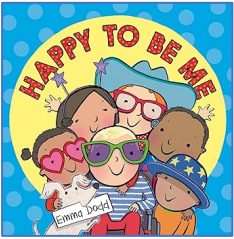
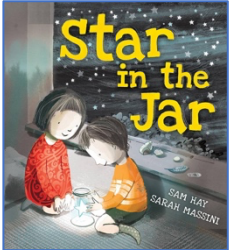
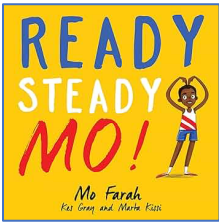
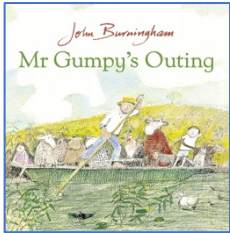
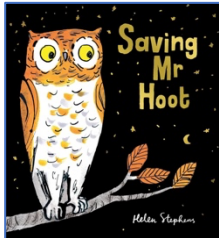

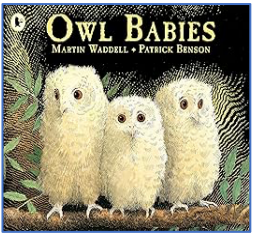
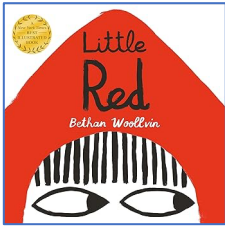
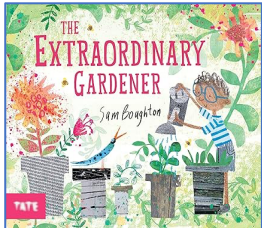
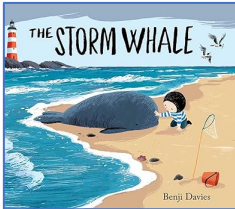
- Take part in simple pretend play. *For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.*
- Sort materials. *For example, at tidy-up time, children know how to put different construction materials in separate baskets.*
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems: *for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.*
- Use pretend play to think beyond the 'here and now' and to understand another perspective. *For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."*
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.



# EYFS: Reception 2 Year Cycle Sequenced Curriculum 24/25- YB 25/26- YA

**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment

*Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision*

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All About Me	Special Times and Special Places	Superheroes	Let's go to the Olympics!	Adventure	My Environment
Planning around a quality text:  Year A						
Overarching Theme	Friendship	Special Times and Special Places	Lost and Found	Traditional Tales	In My Garden	Down on the Beach
Planning around a quality text:  Year B						

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<p><b>Linked texts</b> <b>Linked Author</b> <b>Themed</b> <b>Non-Fiction</b></p> <p><b>YEAR A</b></p>	<ul style="list-style-type: none"> <li>Wow, Said the Owl</li> <li>Rainbow Fish</li> <li>Lulu's First Day</li> <li>First Body</li> <li>Busy Kittens / Doggies – Jon Schnidel</li> <li>The Gingerbread Man</li> <li>Kipper's Birthday</li> <li>What Happened to You?</li> <li>If You Are Happy and You Know It</li> <li>Head, Shoulders, Knees and Toes</li> <li>Two Little Eyes to Look Around ....</li> <li>Doctor Foster</li> <li>I have a Pet–Super</li> <li>Simple</li> <li>When Cats Get up in the Morning –</li> <li>Super Simple Happy Birthday</li> </ul>	<ul style="list-style-type: none"> <li>The star makers apprentice- Sam Hay</li> <li>Hugs and kisses- Sam Hay</li> <li>Do not wash this Bear- Sam Hay</li> <li>Jam Jar Genie- Sam Hay</li> <li>Laura's Star- Klaus Baumgart</li> <li>Lost and Found- Oliver Jeffers</li> <li>The Fix and the Star- Corolie Bickford-Smith</li> <li>How to Catch a Star Oliver Jeffers</li> <li>Whatever Next Jill Murphy</li> <li>Can't You Sleep Little Bear Martin Waddell</li> <li>Twinkle Twinkle Little Star Kate Toms</li> <li>Owl Babies Martin Waddell</li> <li>The Awesome Night Sky Kay Barnham</li> <li>Maddie Frost</li> <li>A Hundred Billion Trillion Stars Seth Fishman</li> <li>Isabel Greenberg</li> <li>Starry Skies: Learn about the constellations above us</li> <li>Samantha Chagollan</li> <li>Nila Aye</li> </ul>	<ul style="list-style-type: none"> <li>There's a Tiger in the Garden Lizzy Stewart</li> <li>The Way to Treasure Island Lizzy Stewart</li> <li>One Last Thing Natalie O'Hara &amp; Lizzy Stewart</li> <li>A Dancer's Dream Katherine Woodfine &amp; Lizzy Stewart</li> <li>Supertato Sue Hendra &amp; Paul Linnet</li> <li>Superbat Matt Carr</li> <li>Super Daisy Kes Gray</li> <li>Superworm Julia Donaldson</li> <li>Even Superheroes Have Bad Days Shelly Becker</li> <li>Lost and Found Oliver Jeffers</li> <li>Up and Down Oliver Jeffers</li> <li>The Storm Whale Benji Davies</li> <li>Stick and Stone Beth Ferry</li> <li>Ten Rules of Being a Superhero Deb Pilutti</li> <li>Superhero Instruction Manual Kristy Dempsey</li> <li>Real Superheroes Julia Seal</li> </ul>	<ul style="list-style-type: none"> <li>Oi Frog! Kes Gray</li> <li>Oi Dog! Kes Gray</li> <li>How Many Legs? Kes Gray</li> <li>Daisy Eat Your Peas Kes Gray</li> <li>The Frog Olympics Amy Husband</li> <li>Olivia's Olympics Emma Barwise</li> <li>Elmer and the Race David McKee</li> <li>Busy Day Athlete Dan Green</li> <li>Go Mo, Go! Dinosaur Dash Mo Farah</li> <li>The Story of The Olympics Minna Lacey</li> <li>All About the Olympics Nick Hunter</li> <li>Little Kids First Big Book of Sport James Buckley Jr</li> </ul>	<ul style="list-style-type: none"> <li>Mr Gumpy's Motor Car John Burningham</li> <li>Mr Gumpy's Rhino John Burningham</li> <li>Oil! Get off our Train John Burningham</li> <li>Where's Julius? John Burningham</li> <li>Would You Rather? John Burningham</li> <li>Come Away from the Water, Shirley John Burningham</li> <li>Rosie's Walk Pat Hutchins</li> <li>Duck in a Truck Jez Alborough</li> <li>The Journey Home Frann Preston- Gannon</li> <li>Who Sank the Boat? Pamela Allen</li> <li>Stanley's Stick John Hegley</li> <li>The Journey Neil Griffiths</li> <li>Boats Byron Barton</li> <li>Busy Boats Tony Mitton &amp; Ant Parker</li> <li>Floating and Sinking Amy S. Hansen</li> <li>Boats Float! George Ella Lyon &amp; Ben Lyon</li> </ul>	
<p><b>Linked texts</b> <b>Linked Author</b> <b>Themed</b> <b>Non-Fiction</b></p> <p><b>YEAR B</b></p>	<ul style="list-style-type: none"> <li>MrBig</li> <li>You Must Bring a Hat</li> <li>Different Families</li> <li>Colour Monster Goes to School</li> <li>Ruby's Worries</li> <li>Bad Tempered Ladybird</li> <li>Funny Bones</li> <li>The Same but Different Too</li> <li>Amazing</li> <li>The Elves and the Shoemaker</li> <li>Happy Birthday</li> <li>I Look in the Mirror</li> <li>Finger Family Song</li> <li>Families are all Different</li> <li>The Colour Song</li> <li>Oh, Rainbow</li> <li>Happy Birthday</li> <li>Harvest songs for Harvest festival</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the Three Bears</li> <li>Busy Cubs – Jon Schnidel</li> <li>Brown Bear, Brown Bear What Do You Hear?</li> <li>How to catch a Rainbow</li> <li>Find my Acron</li> <li>The Christmas Story</li> <li>Our First nativity</li> <li>Bindi's Diwali Story</li> <li>Rain, Rain, go Away o I Hear Thunder</li> <li>What's the weather?</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Hello Friend! Rebecca Cobb</li> <li>Lunchtime Rebecca Cobb</li> <li>Aunt Amelia Rebecca Cobb</li> <li>The Paper Dolls Julia Donaldson/ Rebecca Cobb</li> <li>Where's My Joey? Wendy Monica Winter</li> <li>Have You Seen My Dragon? Steve Light</li> <li>Lost and Found Oliver Jeffers</li> <li>The Deep Dark Wood Algy Craig Hall</li> <li>We're Going on a Bear Hunt Michael Rosen</li> <li>Let's Look At: Animals Underground Daniel Moignot</li> <li>The Street Beneath My Feet Charlotte Guillain</li> <li>Badgers! (My Incredible World Series) Hope Aicher</li> <li></li> </ul>			

<b>Trips/Visitors/First Hand Experiences Enrichments</b>	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Head teacher</li> </ul> <b>Trip:</b> <ul style="list-style-type: none"> <li>School grounds for Seasonal tree obs walk</li> </ul> <p>Additionally, throughout the year</p> <p>Daily- Hand Massage</p> <p>Weekly-</p> <ul style="list-style-type: none"> <li>Spanish</li> <li>PE</li> <li>Music</li> </ul>	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Father Christmas</li> <li>Opal the Therapy Dog</li> <li>Cricket Coach</li> <li>Music Teacher</li> <li>Firefighters and engine</li> </ul> <p>Trip:</p> <ul style="list-style-type: none"> <li>Pantomime at Northwich Memorial Hall</li> <li>Forest School</li> </ul>	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Member of Chinese community sharing Chinese New Year experiences</li> <li>Staff to read on World Book Day</li> </ul> <p>Trip:</p> <ul style="list-style-type: none"> <li>School grounds</li> <li>Forest school (seasonal tree obs walk)</li> </ul>	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Guide Dogs for the Blind</li> </ul> <p>Trip:</p> <ul style="list-style-type: none"> <li>To the Farm</li> <li>School grounds</li> <li>Forest School</li> </ul>	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Conservation workshop with Zoo</li> </ul> <p>Trip:</p> <ul style="list-style-type: none"> <li>School grounds</li> <li>Forest school (seasonal tree obs walk)</li> </ul>	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Conservation workshop with Zoo</li> <li>Police and vehicle</li> <li>Balance bike instructor</li> </ul> <p>Trip:</p> <ul style="list-style-type: none"> <li>Trip to the Beach Forest School</li> </ul>
<b>Celebrations / Festivals / Special Events</b>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Star of the Week</li> <li>Spanish Superstar</li> <li>End of half term reading raffle</li> <li>Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Star of the Week</li> <li>Spanish Superstar</li> <li>End of half term reading raffle</li> <li>Harvest Festival</li> <li>Diwali</li> <li>Christmas</li> <li>Bonfire Night</li> <li>Remembrance Day</li> <li>Nativity</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Star of the Week</li> <li>Spanish Superstar</li> <li>End of half term reading raffle</li> <li>New Year</li> <li>Chinese New Year</li> <li>Spanish</li> <li>Mother's Day (Special People)</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Star of the Week</li> <li>Spanish Superstar</li> <li>End of half term reading raffle</li> <li>Eid</li> <li>Spanish</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Star of the Week</li> <li>Spanish Superstar</li> <li>End of half term reading raffle</li> <li>Spanish</li> <li>Father's Day (Special People)</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Star of the Week</li> <li>Spanish Superstar</li> <li>End of half term reading raffle</li> <li>Local Community Walk</li> <li>End of First School Year</li> <li>Sports Day</li> <li>Spanish</li> </ul>
<b>Events taken places so far throughout the year.</b>	<ul style="list-style-type: none"> <li>Forest school sessions weekly</li> <li>Music teacher weekly</li> <li>PE teacher weekly</li> <li>Reading with Opal The therapy dog sessions</li> <li>Welcome to EYFS sessions for parents</li> <li>Maths session for parents</li> <li>Y5 Reading buddies weekly</li> </ul>	<ul style="list-style-type: none"> <li>Forest school sessions weekly</li> <li>Music teacher weekly</li> <li>PE teacher weekly</li> <li>Cricket Sessions with Shine cricket</li> <li>Autumn Stay and Play session</li> <li>Children in Need Day</li> <li>Children's mental Health Day</li> <li>Harvest Festival performance</li> <li>Nativity performance</li> <li>Reverend Elaine visit</li> <li>Pantomime Trip- Northwich memorial</li> <li>Christmas Film Night</li> <li>Breakfast with Santa</li> </ul>				

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## COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking Weaved throughout the whole of the EYFS curriculum

**Educational Programme:** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Autumn

### Spring

### Summer

## Learning Priorities: Linked to Development Matters 2021

### Listening, Attention and Understanding

- Understand a question or instruction that has two parts
  - ⇒ Linked to: □ Daily routines □ Activities – AL and CI
- Understand how to listen carefully and why listening is important
  - ⇒ One-to-one / small groups / whole class
- Learn new vocabulary
  - ⇒ Linked to: □ daily routine □ themes □ key knowledge
- Listen carefully to rhymes and songs and **begin to** pay attention to how they sound
  - ⇒ Learn rhymes, songs & poems
  - ⇒ Anticipate words, begin to adapt phrases (*with support*)
- Listen to stories and **begin to** be active participants
  - ⇒ □ Join in with repeated refrains □ Fill in rhyming words □ Answer a range of questions with relevant comments □ Ask questions to develop understanding □ Talk about likes / dislikes □ Discuss characters, events, setting ... *character, happened*

### Speaking

- Use new vocabulary throughout the day within a range of contexts / develop use of social phrases
- Begin to** ask questions to find out more and develop understanding
- Begin to** articulate their ideas and thoughts in well-formed sentence
  - ⇒ Express □ Ideas to practitioners / friends □ Within book talk
- Begin to** connect one idea or action to another using a range of connectives... *because, although, but...*
- Begin to** describe events in some detail, showing awareness of the listener
- Begin to** retell a simple story using some story language

### Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
  - ⇒ Listen to others and join in conversation, turn taking
- Listen carefully to and learn rhymes, poems and songs
- Listen to and talk about stories to build familiarity and understanding
  - ⇒ Engage in conversation about main characters / events
  - ⇒ Link story events to own experiences / other texts
  - ⇒ Discuss feelings and actions of main characters
- Begin to** listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary
  - ⇒ Books linked to key themes
  - ⇒ Begin to name book parts / content – *front / back cover, contents page / fact / real*
- Begin to** understand humour e.g., *nonsense rhymes / jokes*

### Speaking

- Use new vocabulary in different contexts with increasing confidence / use a range of social phrases with dev confidence
- Answer and ask questions to develop understanding
  - ⇒ *Who? What? Where? When? Why?*
- Articulate ideas & thoughts in well-formed sentences
  - ⇒ Using new vocabulary and correct tenses
- Connect one idea or action to another using a range of connectives ... *because, although, but, also, first, next, after ...*
- Describe events in some detail
  - ⇒ Use sequencing vocabulary – *first, next, after ...*
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen
  - ⇒ Introduction of some problem-solving words – *I think ... We could ...*
- Retell a simple story using story language / own words

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions: □ fiction texts □ non-fiction texts
  - ⇒ Engage in Talk for Writing activities } fiction
  - ⇒ Engage in Book Talk activities } non-fiction
- Make comments about what they have heard and ask questions to clarify their understanding
  - ⇒ Use a range of question starters and use full sentences
- Hold conversation when engaged in back-and-forth exchanges with teacher and peers
  - ⇒ Showing awareness of the listener – (i) turn taking (ii) depth of information required
- Understand humour more readily e.g., *nonsense rhymes/jokes*
  - ⇒ **Begin to** discuss likes / dislikes / reasons

### Speaking

- Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary
  - ⇒ Speak with confidence using: □ full sentences □ range of connectives □ tenses
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
  - ⇒ Active prior knowledge to speak with confidence and articulate ideas / thoughts
- Express ideas and feelings about experiences
  - ⇒ Listen to others
  - ⇒ Participate in purposeful conversation



## Personal, Social & Emotional Development

### PSHE progression through EYFS with links to Physical Development & Understanding the World

**Educational Programme:** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

#### Early Learning Goals – PSE

**Self-regulation:** ■ Show an understanding of their feelings & begin to regulate their behaviour accordingly ■ Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate ■ Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions

**Managing Self** ■ Be confident to try new activities & show independence, resilience & perseverance in the face of challenge ■ Explain the reasons for rules, know right from wrong & try to behave accordingly

■ Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices

**Building Relationships** ■ Work & play cooperatively & take turns with others ■ Form positive attachments to adults & friendships with peers ■ Show sensitivity to their own & other's needs

Focus	Health and Well-Being		Relationships		Living in the Wider World		Vocabulary- to be used daily
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Know &amp; talk about the different factors that support their overall health &amp; well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian</li><li>Can describe own competencies, what they can do well &amp; are getting better at, describing themselves in positive but realistic terms</li><li>Proactive in seeking adult support and able to articulate their wants and needs</li></ul>		<ul style="list-style-type: none"><li>Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li><li>Increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li><li>More able to manage their feelings and tolerate situations in which their wishes cannot be met</li><li>Know that other children do not always enjoy the same things, and is sensitive to this, accepting difference of opinion</li></ul>		<ul style="list-style-type: none"><li>Further develop the skills they need to manage the school day successfully: lining up &amp; queuing, mealtimes, personal hygiene</li><li>Recognise that they belong to different communities &amp; social groups &amp; communicate freely about own home &amp; community</li><li>Attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li></ul>		ALL nursery vocabulary AND... Good touch Bad Touch Private Secret Real Fake Feelings Responsibility
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
	Engage in a range of physical activity. Understand that parts of their body need to be kept private. Able to explore the classroom with interest and engage in sustained learning. Develop friendships with new children. Form positive attachments to staff and children. Understand and follow the routines of the school day. Begin to follow the school behaviour expectations and routines. Develop listening skills – when others are talking.		Can talk about different food groups and which foods are good for our health and teeth. Can resolve minor conflicts in friendship groups. Can manage their own feelings and know who to go to for support. Can regulate their emotions. Understand that people have different beliefs than them and accept difference. Can follow the school behaviour expectations well in class and around school.		Can talk about how to stay safe on the road when crossing, at a train station and when near water. Knows who to go to if they become lost - knowing who is a stranger to them. Can talk in detail about the school behavioural expectations in class and around the school. Can respond well to teacher's following the school behaviour policies. Can talk about how others may feel who are less privileged than we are – how people live in other countries. Can regulate their emotions and articulate them to their friends and teachers.		
Health and Well Being		Relationships			Living in the Wider World		
□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ Classroom displays will display timetables and behavioural expectations of the day. □ Classrooms will provide quiet areas within their provision. □ Children will be encouraged to talk about their feelings and emotions throughout the day. □ Classrooms will promote and celebrate positive behaviour. □ As part of our school behaviour policy, children earn green Track-It-Light points in school for displaying expected behaviours. Tapestry Journal is used to celebrate learning at home, activities, special times and events in children's lives. This is our main parents and teacher communication tool.							

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## Physical Development (Gross Motor Skills)

**PE progression through EYFS with links to PD (Fine Motors Skills / Expressive Arts & Design – Creating with Materials)**

**Educational Programme:** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**ELG: Gross Motor Skills** ■ Negotiate space & obstacles safely, with consideration for themselves & others ■ Demonstrate strength, balance & coordination when playing ■ Move energetically, such as running, jumping, dancing, hopping, skipping & climbing

**ELG: Fine Motor Skills** ■ Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To know how to manage my own personal hygiene such as washing my hands and brushing my teeth. Use a variety of mark making tools with control.</p> <p>To know how to successfully roll, crawl, hop, skip, run, jump and climb (fundamental movement skills).</p> <p>To move through an obstacle course skilfully and safely, showing control over their bodies and objects. To negotiate space and equipment safely and fairly. Develop overall body strength, coordination, balance and agility.</p> <p>Work safely within a space, with others and with equipment and take responsibility.</p>		<p>Talk about the importance of exercise and sleep. Hold my pencil with a dominant hand and write recognisable letters for all set one sounds.</p> <p>To move in a variety of ways in isolation and combination including rolling (variety of ways), crawling, walking, jumping, running, hopping, skipping, climbing and galloping.</p> <p>To develop grace and control when combining different actions and movements and be increasingly able to use and remember a simple sequence, which are related to music and poems.</p> <p>Use core muscles and strength to achieve a good posture when posing in or holding various positions at different levels.</p> <p>Travel safely and with confidence under, over and through apparatus (hoops) and be able to jump off an object and land safely.</p> <p>Begin to understand the importance of posture and core strength in balance and movement. Landing safely. Head up, eyes forward and controlling speed.</p>		<p>Explain a healthy diet and different food combinations. Write with a clear tripod grip and create accurately formed letters ready for joining.</p> <p><b>Ride a balance bike effectively and with control.</b></p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Negotiate space and equipment safely and fairly.</p> <p>Always keep eye on ball when throwing and catching and do not turn back on ball.</p> <p>Send a ball with a degree of accuracy to a partner and receive the ball in the correct position (ready position).</p> <p>Develop motor skills with a hand/racquet/bat and be able to strike, volley and dig a ball with some degree of accuracy and keep a rally going with a partner.</p> <p>Throw a variety of equipment with a good technique e.g. soft javelin, ball, frisbee</p> <p>Be able to interpret basic rules and accept decisions.</p> <p>Run with head up, not looking down at feet or others within a lane. Use arms and legs at the same time whilst running.</p> <p>Jump from one foot to two feet and from two feet to one foot, from a range of heights.</p> <p>Recognise the importance of warming up and cooling down and the importance of hydration. Take part in games where they work with others respectfully and fairly.</p>	
<b>Skills</b>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Can manage their own personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>		<p>Combine different movements with ease &amp; fluency</p> <p>Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles</p> <p>Initiates new combinations of movements &amp; gestures to express &amp; respond to feelings, ideas &amp; experiences</p> <p>Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses</p>		<p>Revise &amp; refine fundamental movements, making changes to body shape, position &amp; pace of movement such as slithering, shuffling, rolling, skipping, hopping &amp; sliding</p> <p>Develop overall body strength, coordination, balance &amp; agility</p> <p>Develop &amp; refine a range of ball skills including throwing, catching, kicking, batting &amp; aiming. Develop confidence, competence, precision &amp; accuracy with activities that involve a ball. Develop overall body strength,</p>	

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

	Can describe the importance of physical activity, healthy eating, toothbrushing, good sleep routines	Explore & engage in dance, performing solo or in groups  Can describe the importance of physical activity, healthy eating, toothbrushing, good sleep routines.	coordination, balance & agility e.g., wheelbarrows, balance bikes & pedal bikes
Games		Dance	Self-Evaluation
<p>□ Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. □ In addition to this children have a weekly PE session with a PE coach in the main school hall and outside which cover fundamental movement skills, dance, games and gymnastics apparatus work throughout the year.</p> <p><b>Vocabulary - yellow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy</b></p>			

## Literacy Reading (Comprehension and Word Reading)

### English with links to Expressive Arts and Design / Being Imaginative & Expressive

**Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**ELG: Comprehension:** ■ Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary ■ Anticipate, where appropriate, key events in stories ■ Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play

#### **ELG: Word Reading**

■ Say a sound of each letter in the alphabet & at least 10 digraphs ■ Read words consistent with their phonic knowledge by sound-blending ■ Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

Focus	Decoding	Range of Reading	Familiarity with text	Poetry and Performance	Word Meaning	Understanding and Inference	Predication	Discussing Reading				
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"><li>▪ Read individual letters by saying the sounds for them</li><li>▪ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li><li>▪ Read some letter groups that each represent one sound &amp; say sounds for them</li><li>▪ Read simple phrases &amp; sentences made up of words with known letter-sound correspondences &amp; a few exception words</li></ul>	<ul style="list-style-type: none"><li>▪ Enjoys an increasing range of print &amp; digital books, both fiction and non-fiction</li><li>▪ Knows that information can be retrieved from books, computers &amp; mobile digital devices</li></ul>	<ul style="list-style-type: none"><li>▪ Describes main story settings, events &amp; principal characters in increasing detail</li></ul>	<ul style="list-style-type: none"><li>▪ Re-enacts and reinvents stories / poems they have heard in their play</li><li>▪ Beginning to understand humour, e.g., nonsense rhymes</li><li>▪ Uses combinations of art forms, e.g., moving and singing, making and dramatic play</li></ul>	<ul style="list-style-type: none"><li>▪ Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li></ul>	<ul style="list-style-type: none"><li>▪ Engages with books &amp; other reading materials at an increasingly deeper level, &amp; their knowledge of language structure, subject knowledge &amp; illustrations to interpret the text</li><li>▪ Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings and events</li><li>▪ Give explanation of why events happened in a story</li></ul>	<ul style="list-style-type: none"><li>▪ Understands a range of complex sentence structures including negatives, plurals and tense markers</li></ul>	<ul style="list-style-type: none"><li>▪ Is able to recall &amp; discuss stories or information that has been read to them, or they have read themselves</li><li>▪ Listens &amp; responds to ideas expressed by others in conversation or discussion</li><li>▪ Understands questions such as who; why; when; where and how</li><li>▪ Links statements &amp; sticks to a main theme or intention</li></ul>				
<b>Learning Outcomes</b>	<b>Autumn 1</b>		<b>Autumn 2</b>		<b>Spring 1</b>		<b>Spring 2</b>		<b>Summer 1</b>		<b>Summer 2</b>	
	To be able to read all the set 1 sounds from RWInc. Can read CVC words that match their phonetic ability. Can read a range of HF words matched to phonic ability. Can describe a setting and a character within a story. Can re-enact a story using puppets to take on the role. Can give their opinion on a story and make a prediction about what might happen next. Can use 'Talk for Write' to retell a familiar story – Stanely's Stick. Can talk about some of the features in Fiction and Non-fiction texts.				Can read some simple sentences. Can match captions to pictures. Can read an increasing range of HF words. Can find the correct page in a book by following the contents page. Can sequence a story into beginning, middle and end. Can use 'Talk for Write' to retell familiar fiction stories – Stanley's Stick, Mouse House, The Journey Home. Can begin to change parts of a story and use key words to explain these. Can compare Fiction and Non-fiction texts and explain their features.				Can read a range of nonsense words. Can read Set 2 of RWInc. sounds. Can read aloud simple sentences by decoding phonetically regular words and high frequency red words. Can answer 'who', 'why', 'where' and 'what' questions based on a key text. Can make statements and ask questions and understand the difference between them. Can explain the differences between two different stories. Can explain the meaning of new vocabulary in the context in which it was read.			

**CORE VALUES:**
**CHILDREN FIRST**
**RESILIENCE**
**PIONEERING**

			<div>Can write facts about what they have learnt in familiar Non-fiction texts.</div> <div>Can confidently change parts of a story and use key words and sentences to explain these to others.</div> <div>Can use 'Talk for Write' to retell a range of familiar fiction stories.</div>
Word Reading			Comprehension
<div>□ Children to be exposed to key vocabulary and quality texts within all areas of the provision.</div> <div>□ Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text.</div> <div>□ There will be a balance of fiction and non-fictions texts used to support learning.</div> <div>□ Children will have daily Literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled.</div> <div>□ Reading will take high priority across provision.</div>			

## Literacy Writing

### English with links Communication & Language, Physical Development (Fine Motors Skills) & Expressive Arts & Design

**Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

#### ELG: Writing:

■ Write recognisable letters, most of which are correctly formed ■ Spell words by identifying sounds in them and representing the sounds with a letter or letters ■ Write simple phrases and sentences that can be read by others.

#### ELG: Physical Development-Fine Motor Skills

■ Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Focus	Transcription (Spelling and Handwriting)			Composition (Articulating ideas and structuring them into speech, before writing)				
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"><li>Can use simple tools to effect change on materials</li><li>Handle tools/objects, construction and malleable materials safely and with increasing control and intention</li><li>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch screen technology</li><li>Show a preference for a dominant hand</li><li>Use an effective hold/grip</li></ul>	<ul style="list-style-type: none"><li>Form recognisable letters independently and write these in sequence, such as in own name and other familiar words</li><li>Create texts to communicate meaning for an increasingly wide range of purposes such as greetings cards, tickets, lists, invitations, create own stories and books with images and sometimes words (in print and digital format)</li></ul>	<ul style="list-style-type: none"><li>Write recognisable letters- most of which are correctly formed</li><li>Apply their developing phonic knowledge to write simple sentences</li><li>Write captions that include the sounds heard at the beginning of familiar words</li><li>Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop</li></ul>	<ul style="list-style-type: none"><li>Break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together and then begin to apply this in their writing</li></ul>	<ul style="list-style-type: none"><li>Form lower case and capital letters properly</li></ul>	<ul style="list-style-type: none"><li>Spell words by identifying the sounds and then writing the sound with letter(s)</li></ul>	<ul style="list-style-type: none"><li>Begin to write simple sentences</li></ul>	<ul style="list-style-type: none"><li>Re-read what they have written to check that it makes sense</li></ul>
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2	
	Can orally retell a story, draw images and write some initial sounds to represent words. Can write CVC words that match their phonetic ability and apply this in their play, labelling for example. Can write a label and a list using phonic sounds.		Can write and apply captions/speech bubbles using a few decodable/high frequency words. Begin to develop independent writing further to include (orally rehearsed) simple sentences. Can form some upper-case letter.		Write simple sentences and phrases that can be read by others. Rewrite a story using simple sentences. Present facts via simple sentences. Progress towards 2 independent writes per week. Apply capital letters, finger spaces and full stops. Introduced to using additional punctuation, question marks. Can form lowercase and capital letters.			
	Transcription			Composition				
Through experience of adult modelled writing (planned and spontaneous) for a wide range of purposes throughout indoor and outdoor provision, children will be encouraged to label, record and write independently. □ Carefully considered resources to support writing opportunities will be available throughout provision. □ Seeing authorship and spelling in action will enable children to confidently apply and develop their own handwriting skill and phonetic knowledge. □ Writing and writing opportunities will take high priority across provision.								



## Number and Number Patterns

### Maths progression through EYFS

**Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

#### ELG: Number

■ Have a deep understanding of number to 10, including the composition of each number ■ Subitise (recognise quantities without counting) up to 5 ■ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

#### ELG: Numerical Patterns

■ Verbally count beyond 20, recognising the pattern of the counting system ■ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ■ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Focus	Place value: Counting	Place value: Represent	Place value: Use and compare	Addition and Subtraction; recall, represent, use	Addition and subtraction: Calculation	Addition and subtraction: Solve problems
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>Counts out up to 10 objects from a larger group</li> </ul>	<ul style="list-style-type: none"> <li>Engages in subitising numbers to four and maybe five</li> <li>Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> <li>Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>Estimates of numbers of things, showing understanding of relative size</li> </ul>	<ul style="list-style-type: none"> <li>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or -</li> <li>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> </ul>	<ul style="list-style-type: none"> <li>In practical activities, adds one and subtracts one with numbers to 10</li> </ul>	<ul style="list-style-type: none"> <li>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g., sees six raisins on a plate as three and three</li> </ul>

□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.

**Teacher Directed Mathematics –, Maths Sessions (daily), Maths guided activity.**

## Shape, Space and Measure

### Maths progression through EYFS

**Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

**ELG – N/A** \* See Number & Numerical Pattern links

Focus	Spatial Awareness	Shape	Pattern	Measures
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>Investigates turning and flipping objects to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> <li>May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal language and analogies, (e.g., heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li> <li>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> </ul>	<ul style="list-style-type: none"> <li>Spots patterns in the environment, beginning to identify the pattern "rule"</li> <li>Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>Becomes familiar with measuring tools in everyday experiences and play</li> <li>Is increasingly able to order and sequence events using everyday language related to time</li> <li>Beginning to experience measuring time with timers and calendars</li> </ul>

□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.

**Teacher Directed Mathematics –Maths Sessions (daily), Maths guided activity.**

'First 4 Maths' – Mathematics					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Cardinality &amp; Counting</b> 1.1 Accurate counting of sets of objects 1–5 NB S1 episodes 9 &amp; 10 (1:1 correspondence, cardinality) 1.2 Subitising 1–3 NB S1 episodes 1–4 (Introducing 1, 2 and 3) 1.3 Numeral Recognition to 5</p> <p><b>Composition</b> 1.1 Conceptual subitising – noticing numbers within numbers</p> <p><b>Comparison</b> 1.1 Compare sets 1–5 using vocab of more / fewer / most /fewest</p> <p><b>Shape/Space</b> 1.1 2D shapes and their properties</p> <p><b>Pattern</b> 1.1 Simple AB patterns (complete, copy, make own and spot/correct errors in patterns)</p> <p>Content here is a recap from Nursery and provides us with baseline assessment data.</p>	<p><b>Cardinality &amp; Counting</b> 2.1 Accurate counting of sets of objects 1–10, recognising and ordering numerals 1–10 2.2 Subitising 1–5 NB S1 episodes 6 &amp; 7 (Introducing 4 and 5)</p> <p><b>Composition</b> 2.1 Applied conceptual subitising NB S1 episode 11 (Stampolines) 2.2 Inverse operations – splitting and recombining sets of objects 1–5 including on part whole model NB S1 episode 12 (Whole of me)</p> <p><b>Comparison</b> 2.1 Compare numbers using vocab of more/less 2.2 Find 1 more using sets of objects on tens frames and on a number track</p> <p><b>Pattern</b> 2.1 identifying unit of repeat – AB &amp; ABC patterns</p>	<p><b>Cardinality &amp; Counting</b> 3.1 Counting backwards 10–1 &amp; ordering numbers 10–1</p> <p><b>Composition</b> 3.1 Systematic approach to partitioning sets of objects 1–5 including on part whole model NB S1 episode 14 (Holes)</p> <p><b>Comparison</b> 3.1 Find 1 less using sets of objects on tens frame and on a number track</p> <p><b>Measures</b> 3.1 Height</p> <p><b>Shape/Space</b> 3.1 Spatial vocabulary (in front, behind, in between, on, in, under, first second, third)</p> <p><b>Pattern</b> 3.1 More complex patterns – ABB, ABBC 3.2 Generalising pattern and transferring to another format e.g. link pattern of shapes to movements</p>	<p><b>Composition</b> 4.1 Recall number bonds for numbers 1–5 4.2 Partitioning and recombining sets of objects 6–9 Including on part whole model and tens frame NB S2 episodes 1–5 (Introducing 6–10)</p> <p><b>Measures</b> 4.1 Length</p> <p><b>Shape/Space</b> 4.1 Representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across)</p> <p><b>Pattern (alongside Comparison)</b> 4.1 Numerical Patterns – staircase patterns linked to finding 1 more/1 less using a mental numberline (Comparison)  NB S2 episodes 6 &amp; 7 (Just add one &amp; ten green bottles)</p>	<p><b>Cardinality &amp; Counting</b> 5.1 Counting beyond 10 noticing pattern in ones</p> <p><b>Composition</b> 5.1 Systematic approach to splitting and recombining 10 including on tens frame and part whole model 5.2 recall some number bonds for 10 NB S2 Episode 13 (Blast Off!)</p> <p><b>Measures</b> 5.1 Mass</p> <p><b>Shape/Space</b> 5.1 3D shapes properties of shapes</p> <p><b>Patterns</b> 5.1 Numerical patterns odds &amp; evens NB S2 episode 11 (Odds &amp; Evens)</p>	<p><b>Cardinality &amp; Counting</b> 6.1 Counting beyond 20 noticing pattern in tens</p> <p><b>Measures</b> 6.1 Capacity 6.2 Time – sequence of events</p> <p><b>Shape/Space</b> 6.1 Relationships between shapes</p> <p><b>Pattern (alongside Composition &amp; Comparison)</b> 6.1 Symmetry/reflections – link to doubles 6.2 Share fairly (comparison), Use part whole model to partition numbers where both parts are the same (Composition) and Look at halving as inverse of doubles (Pattern) NB S2 episode 9 (Double Trouble)</p> <p>Possible extension Sharing between more than two (comparison) NB S2 episode 8 (Counting Sheep) Splitting into more than 2 parts on a part whole model (composition) NB S2 episode 10 (The three threes)</p>

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

## UW- Past and Present/ The World

### History progression through EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### ELG: UW / Past and Present

- Talk about the lives of the people around them & their roles in society ■ Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class
- Understand the past through settings, characters & events encountered in books read in class & storytelling

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Share their experience of holidays with friends – trips out at the weekend, holiday’s children take.</p> <p>Describe special events and special people in their own lives.</p> <p>Explain what makes their home special.</p> <p>Can look at homes from the past and compare these with their homes.</p> <p>Talk about themselves in the past and in the present.</p> <p>Talk about stories from the past - Christmas Nativity story.</p> <p>Know that some stories teach us life lessons (morals) - Traditional Tales</p> <p>Children see themselves as explorers in their immediate environment.</p>		<p>Describe what is the same and what is different about themselves and their friends.</p> <p>Talk about fictional characters and compare these with people they know in real life – Kings &amp; Queens.</p> <p>Use a range of sources to find new information – books, internet.</p> <p>Order stages in their lives (birth to Reception).</p> <p>Talk about important places built in the past – Golden Gates in Warrington.</p> <p>Talk about places in the past – Frodsham (black and white photographs) compared to the present day.</p>		<p>Know that our society is made up of lots of different people that help us.</p> <p>Talk about different occupations in the present and compare them with occupations from the past – Fire Service, Farmers and their roles.</p> <p>Use their experiences to talk about and create a whole class simple timeline of events from their year in Reception.</p> <p>Talk about how technology has changed our world.</p> <p>Compare different celebrations which relate to family life – Chinese New Year, Christmas, Easter, Eid, Divali.</p> <p>Know that some Greek Myths teach us life lessons</p>	
Skills	<p>Use talk to organise, sequence and clarify thinking and events</p> <p>Understands a range of complex sentence structures including tense markers</p> <p>Engage in non-fiction books</p>		<p>Compare &amp; contrast characters from stories, including figures from the past</p> <p>Comment on images of familiar situations in the past</p> <p>Ask questions to find out more &amp; to check understanding of what has been said</p> <p>Understands questions such as who, why, when, where &amp; how</p>		<p>Articulate ideas &amp; thoughts in well-formed sentences</p> <p>Use talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events</p>	
Exploring events & celebrations		Fiction & Non-Fiction		Changes within living memory		

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events.

**Vocabulary - vocabulary:** yesterday, last week, at the weekend, this morning, last night, how, why, because find out, I wonder what, if, when why? I know this because.. I can see, I saw, same, different, similar, change, what happened? because, explain

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

## UW- People/Culture and Communities

### RE progression through EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### ELG: UW / People, Culture and Communities

■ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps ■ Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class ■ Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To know that there are special and significant events in their own lives and to be able to give examples of these such as a birthday or trip to the cinema.</p> <p>To know that there are special and significant events for groups of people and be able to give examples of these. To know that there are common features of a special occasions such as gathering people together in larger groups, eating together, decorations etc.</p> <p>To know that there are special places in people's lives and be able to talk about special spaces they have travelled to with members of the family.</p> <p>To know that there are special stories and be able to share features of stories that they like and explain why.</p>	<p><b>To know a simple version of and be able to recall the story of Christmas.</b></p> <p><b>To know why Christmas is a special event linking to the birth of Jesus.</b></p> <p><b>Name a church and explain their own experiences.</b></p> <p><b>Read and describe the story book 'Binny's Diwali' and recognise how people might celebrate Diwali.</b></p> <p><b>To know that Hindus worship in a temple called a Mandir.</b></p> <p>To talk about and recall features of the festivals of Diwali and the Christmas through play, art and model making.</p>	<p>Explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, religion, features, language they speak.</p> <p>To read 'All kinds of beliefs' by Anita Ganeri and know that there are some similarities and some differences between the main religions and non-religions of the world.</p>	<p>Talk about the life cycle of humans.</p> <p>Talk about the wonders of the natural world and how people of different religions and non-religions see it as a special place.</p> <p><b>To know that a mosque is where many Muslims worship.</b></p> <p><b>To name Eid as a religious celebration.</b></p> <p><b>To know the story of the 'The most exciting Eid' and know how most Muslims celebrate the festival of Eid.</b></p> <p><b>To know that people might celebrate in different ways by discussing the story and</b></p> <p><b>Talk about Easter as a special time.</b></p>	<p>Talk about their own special places and why they are special to them. Talk about how they look after their special places and why.</p> <p>Children can name some ways people look after the natural world e.g., recycling.</p> <p><b>To know and retell the story of 'The baby birds' - a Muslim story about the prophet Muhammad (pbuh). To ask questions and discuss the story together and what it means. To become familiar the person Muhammad (pbuh).</b></p> <p>To read and retell a simple version of the story of Christian creation to explain Christian beliefs about the natural world.</p> <p>To know that most Christians believe that God created the world so they feel it is important to look after it.</p>	<p>Look at different ways of living for different groups of people and can spot similarities and differences between those and their own lives e.g., homelessness, refugees, and explorers.</p> <p>To name religious texts – the Qu'ran and the Bible - and explain why these are important to people. To know that religious texts tell stories that people of different religions share and tell often.</p> <p>Discuss why some stories are special and what we can learn from stories.</p> <p><b>To simply recall the story of Rama and Sita (version by Malachy Doyle).</b></p> <p><b>To know why this story is special to people in the Hindu community.</b></p>

Skills	Begin to make sense of their own life story & family history	Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family	Begin to develop an awareness of special places for: □ their own family □ friends	Talk about what they have experienced or seen in photos		
		Shows interest in the lives of people who are familiar to them	Develop positive attitudes about the differences between people			
		Enjoys joining in with family customs & routines				
Christianity				Hindu- Dharma	Islam	
□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year. □ Take part in Collective Worship each week.						
Vocabulary - Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect						



## UW- The Natural World

### Geography progression through EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### ELG: UW/ The Natural World

■ Explore the natural world around them, making observations and drawing pictures of plants and animals ■ Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Field Work</b> – Can identify features of their immediate environment – Welly Walk. Identify the human and physical features. Know own address. Know the name of their school. Describe their own home. Describe the environment and what we see in photographs. Name different buildings in their local area – e.g., shops, schools, churches. Know school is in Frodsham. Use a variety of materials to construct an aerial view of Frodsham Academy		<b>Field Work</b> - Describe the school grounds including, playground, field, and forest and describe their similarities and difference. Plan routes using directional language. Know that Frodsham is in England. Use a BeeBot to plan a route and explain directions. Draw simple maps of the school grounds – identifying geographical features. Plan a route from home to school. Talk about significant places in Frodsham – shopping centre, Morrisons, Green gates, Castle Park Draw a picture, plan and map of school grounds. Compare seasonal changes - understand that weather can be hot, cold, dry and wet – amount of rainfall, frost, fog, breeze, gust.		<b>Field Work</b> - Community Walk – Use a map to locate significant places in our local community and identify the human and physical features. Know that England is a part of the UK. Talk about the impact of human activity – recycling - the impact on animals and the environment. Describe similarities and differences between different countries. e.g., England, Spain and Brazil. Know that Brazil is a country in the world. Know that countries can have similarities and differences. Collect and record data on our local community – How many cars do we see?	
<b>Skills</b>	Observe and identify features in the place they live and the natural world. Explore their local environment and talk about the changes they see. Draw information from a simple map		Observe and identify weather patterns and the seasons and how the environment changes due to the weather. Understand the effect of changing seasons on the natural world around them. Examine change over time. Interpret range of sources of geographical information, photographs of weather		<b>Express an opinion on the local area and give opportunities for them to hear different points of view on the quality of the environment.</b> Recognise some environments that are different to the one in which they live – Brazil, Spain Observe and identify pollution and litter and recycling Recognise some similarities & differences between life in this country & life in other countries. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions. Describe some actions which people in their own community do that help to maintain the area they live in. Interpret range of sources of geographical information, including maps, globes, photographs.	
Location			Place		Human & Physical	

Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. □ Experience of school footprint through journeys - to Owl Wood (Forest School) and Daily Mile.

**Vocabulary** - Use appropriate Geographical language - e.g., 'town', 'village', 'road', 'path', 'house', 'flat', 'church', 'mandir', 'aerial', 'map', 'key', 'country', 'locate', 'direction', 'compass', 'north', 'east', 'south', 'west', 'field work', 'seasons', 'weather', 'symbol', 'similar', 'different'.

## UTW- The Natural World

### Science progression through EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### ELG - Understanding the World- The Natural World

■ Explore the natural world around them, making observations and drawing pictures of animals and plants ■ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Explore the changes to animals and plants in Autumn – leaves, trees, insects, animals, nocturnal animals.</p> <p>Talk about weather changes in the seasons.</p> <p>Talk about hedgehogs, birds, tortoise, fish and frogs and their habitats in Autumn and Winter – hibernation. (Hedgehogs, tortoise) fish and frogs move down to the bottom of lakes and ponds and some even burrow into the mud.</p> <p>Name the properties of some materials such as – hard and soft, rough and smooth and shiny and dull.</p> <p>Describe the most suitable materials for building and give explanations as to why.</p> <p>Manipulate some materials such as Play-Dough and describe how they change – squash, stretch, bend, twist.</p> <p>Look at a range of materials in the environment and describe how they feel.</p> <p>Understand how to reduce the spread of germs – hand washing, cleaning.</p> <p>Understand how to look after ourselves – tooth brushing, healthy eating such as fruit and vegetables.</p> <p>Name some of a human’s body parts – legs, arms, head, knees, elbow.</p> <p>Identify some parts of the body and locate them on a map of themselves.</p> <p>Talk about some animal's habitats in our immediate environment – where do the insects, chickens, foxes and hedgehogs live?</p> <p>Understand that familiar places can be habitats – Forest school, river weaver</p> <p>Explore our forest school and understand that it is a habitat for living things e.g. bats and badgers</p>	<p>Explore the effects weather has on living things in Winter and Spring – leaves, trees, plants, insects, animals.</p> <p>Compare some similarities and differences between the seasons.</p> <p>Compare the effects heating and cooling has on ingredients such as melting and freezing.</p> <p>Talk about animals in their habitats in Spring - comparing this to Autumn and Winter.</p> <p>Understand that plants need space, water, light and air to grow.</p> <p>Talk about routines in the morning and the evening and use language related to day and night.</p> <p>Begin to talk about an animal’s offspring – hen and chick, sealion and a pup, whale and a calf.</p> <p>Use language relating to planting and plant sunflowers and bulbs in the outdoor area – seeds, plants, bulbs.’</p>	<p>Explore the effects weather has on living things in Summer – leaves, trees, grass, plants, insects, animals.</p> <p>Talk about similarities and differences between each season.</p> <p>Classify a set of objects by their materials - wood, plastic, fabric, sand and glass – Recycling.</p> <p>Know the foods different animals might eat and how they find their food – whales hunt for krill.</p> <p>Compare similarities and differences between animals' habitats – insects.</p> <p>Talk about and compare how habitats change for animals during the Summer.</p> <p>Understand and explain the life cycle of a plant.</p> <p>Talk about some trees that are deciduous – oaks, maples, and beeches.</p> <p>Observe and talk about the life cycle of butterflies and compare this with the life cycle of chicken's and humans.</p> <p>Use correct terms when observing the life cycle of butterflies and ladybirds</p> <p>Observe and talk about the life cycle of a chicken using the correct terminology</p> <p>Use language related to the life cycle of a chicken to explain the process – brooding, incubation, clutch of eggs.</p> <p>Explore the life cycle of humans and begin to compare this with the life cycle of a chicken.</p>			

Skills	Observational drawings of the natural world	Describe what they see, hear & feel whilst outside	Express opinions on natural & built environments & opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution
	Talk about the differences between materials and changes that they notice	Discuss how to care for the living things & their habitats	
	Describe what they see, hear & feel whilst outside	Examine change over time	Explore collections of materials with similar and/ or different properties.
	Describe what they see, hear & feel	Understand the effect of changing seasons on the natural world around them	Extend vocabulary: blossom, buds, bulb, evergreen, deciduous
	Have some understanding of growth and change	Characteristics of liquids & solids e.g., cooking eggs, melting chocolate	Draw pictures of plants
	Talk about things they have observed including animals	Observe & interact with natural processes, such as ice melting, light travelling through transparent material, an object casting a shadow, a magnet attracting an object & a boat floating on water	Identify different parts of their body & animals Be able to show care and concern for living things
		Shows some understanding that good practices about exercise, eating, drinking water, sleeping & hygiene can contribute to good health	Observational drawings of animals
		Name & describe some plants	
Seasonal Changes		Everyday Materials	Plants & Animals Including Humans
<div>□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ The outdoor classroom will be used as a key feature in our science learning through the natural world. Forest School sessions will further enhance this experience □Visits from the farm will be used to enhance children experiences of animals and first hand experiences of watching our own caterpillars/butterflies life cycles (net).</div> <div>Vocabulary - test, fair, why, senses, world, plants, leaf, stem, root, flower, animals, humans, materials, water, waterproof, natural, change, growth, hot, cold, environment, heavy, light, float, sink, stretch, snap, magnetic, life cycle, baby, toddler, child, teenager, adult, egg, chick, embryo, hatchling, caterpillar, chrysalis, bark, stick, branch, seasons, melt, liquid, solid, hard, soft, kitten, puppy, foal, calf, rough, smooth, shiny, dull, deciduous, oaks, maples, beeches, seasonal, changes, similarities, difference</div>			

## EAD: Creating with Materials & Being Imaginative and Expressive

### Design and Technology progression through EYFS

**Educational Programme:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### ELG: EAD / Creating with Materials and Being Imaginative

■ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ■ Share their creations, explaining the process they have used ■ Make use of props and materials when role-playing characters in narratives and stories

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Brush own teeth and talk about the importance of good oral health.</p> <p>Begin to talk about the effect of exercise and food on their health.</p> <p>Use a range of tools to prepare and make a fruit kebab using British fruit e.g., strawberries, apples and pears.</p>	<p>Use construction materials to build structure of my home.</p> <p>Use fabric to create a dress for Mary</p> <p>Use a variety of construction materials to build an aerial view of school</p>	<p>Toast bread and analyse the effects of heat.</p> <p>Use a of range construction materials to build structure of Frodsham Academy and compare the different mediums.</p>	<p>Use eggs produced from chickens to prepare and bake a cupcake - explain the process.</p> <p>Use a variety of construction materials to build an aerial view of Frodsham</p>	<p>Make a chatterbox puppet with a box and a hinge.</p> <p>'From food to fork'. Understand where food comes from and experience growing their own vegetables, harvesting, preparing, and eating.</p> <p>Use heat to melt chocolate and cook Brazilian bananas. Look at the effects of cooking and melting.</p>	<p>Make a person with moving parts using split pins for joints.</p> <p>Verbally evaluate their work and explain what is good and one thing that could make it better</p> <p>Construct a building from our community and label their model – place of work, school, hospital</p>
Skills	<p>Use tools independently, with care &amp; precision</p> <p>Know &amp; talk about the different factors that support their overall health &amp; well-being</p>	<p>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</p>	<p>Create collaboratively sharing ideas, resources &amp; skills</p> <p>Discuss problems &amp; how they might be solved</p> <p>Look closely at similarities, differences, patterns &amp; change</p>	<p>Responds imaginatively to art works &amp; objects</p>	<p>Express &amp; communicates working theories, feelings &amp; understandings</p> <p>Return to &amp; build on previous learning, refining ideas &amp; developing their ability to represent them]</p> <p>Use different techniques for joining materials</p>	<p>Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking</p>
Food		Mechanisms			Structures	Textiles

□ Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Playdough/ Malleable/Art/building/small world and outdoor provisions will provide a wealth of opportunity. □ Resources will be enhanced and developed as children develop their skill set.

**Vocabulary - Cutting, measure, folding, joining, gluing, tearing, decorate, printing, tools, strong, shape, materials, textiles, wheels, equipment, like, dislike, improve, better, cutting, plants, animals, cooking, warming, melting, cooling, baking, ingredients, British fruits, kebab, homes, construct, construction, puppets, create, Brazilian foods, aerial, fabric, health**

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

## EAD: Creating with Materials & Being Imaginative and Expressive

### Art progression through EYFS

**Educational Programme:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### ELG – EAD: Creating with Materials

■ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ■ Share their creations, explaining the process they have used ■ Make use of props and materials when role-playing characters in narratives and stories

and materials which role-playing characters in narratives and stories						
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Explore what happens when you mix primary colours together.</p> <p>Express themselves through colours – which colours make children feel happy, hot and cold, light and dark</p> <p>Draw representations of myself and others.</p> <p>Can use drawings to tell a story.</p> <p>Create observational drawings of their friends and animals and compare their features.</p> <p>Use natural resources to build pictures - beginning to describe different textures such as soft, hard, smooth and rough.</p>		<p>Use a range of primary, secondary and tertiary colours.</p> <p>Use a range of photographs as a stimulus to inspire independent drawings and creative pictures.</p> <p>Plan, draw and label their own construction models which are inspired by architects.</p> <p>Construct light houses and houses as architects.</p> <p>Create observation drawing of plants at different stages in their lifecycle.</p> <p>Create own stamps and produce repeating patterns, discuss similarities and differences between patterns.</p> <p>Use a range of mediums to create different representations of lighthouses and compare the process – 3D sculptures.</p>		<p>Use Mehndi patterns to create repeating patterns using paints.</p> <p>Notice the background in a landscape.</p> <p>Capture their own images on the class iPad of their environment to create observational drawings.</p> <p>Use line and shape to create observational drawings - focusing on the work of Vincent Van'Gogh's.</p> <p>Use a range of tools to draw a range of different lines – thick, thin, dark, lines.</p> <p>Create their 'special person from our community' using clay and modelling tools to add detailed features.</p> <p>Complete a simple weave using paper, card or fabric.</p> <p>Select their own tools and resources and give reasons for their choices – brushes (thick, thin), sponges, paint.</p>	
Skills	<p>Explore different textures</p> <p>Use colour for purpose, including creating moods</p> <p>Manipulate materials to have a planned effect</p> <p>Express &amp; communicate working theories, feelings &amp; understandings in the form of artwork &amp; objects</p>		<p>Use a range of tools competently &amp; safely</p> <p>Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</p> <p>Explore, use &amp; refine colour mixing techniques</p> <p>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</p>		<p>Respond imaginatively to artworks &amp; objects</p> <p>Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings</p>	
Painting			Drawing		Texture and Collage	

□ Children to be exposed to key vocabulary and quality visual stimulus. □ There will be a range of texts used to support learning. □ Children will have Continuous Provision opportunities to a wide range of materials, enhanced where appropriate.

**Vocabulary - Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling. Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques, Mehndi.**

## EAD: Creating with Materials & Being Imaginative and Expressive

### Music progression through EYFS

**Educational Programme:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### ELG: EAD / Creating with Materials and Being Imaginative

■ Sing a range of well-known nursery rhymes & songs ■ Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Djembe</b>		<b>Percussion</b>		<b>Glockenspiel</b>	
	<p>Sing along to a familiar song as a class group.</p> <p><b>Makaton</b> – learn and sing new songs, adding actions to learn new ways of communicating.</p> <p>Use a variety of instruments to express their ideas.</p>	<p>Sing along to new songs (nativity) as a group.</p> <p>Sing songs in small groups and perform them to their peers.</p> <p>Use musical instruments in the outdoor provision to explore sounds and understand that different instruments make different sounds.</p> <p>Follow signals for 'stop and go' 'louder and quieter'.</p>	<p>Move in time to music and move with the tempo of the music (dance).</p> <p>Create movement to match different sounds in stories.</p>	<p>Follow the beat with a range of instruments.</p> <p>Follow a simple musical pattern.</p> <p>To choose instruments for a purpose.</p>	<p>Use a range of natural resources to create sounds – stones, sticks, leaves.</p> <p>Make own musical instrument and explain the sounds that it makes.</p> <p>Use musical instruments in the outdoor area (stage area) to follow a beat to a familiar song.</p>	<p>Play a musical instrument in time to the beat of a song.</p> <p>Create their own repeating pattern of beats and perform to peers.</p>
<b>Skills</b>		Sing in a group or on their own, increasingly matching the pitch & following the melody	Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses.	Choose movements, instruments/sounds for their own imaginative purposes	Make Music in a range of ways e.g., plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.	Explore & engage in music making & dance, performing solo or in groups
<b>Singing &amp; Performing</b>		<b>Listen</b>		<b>Musicianship</b>	<b>Composing</b>	

□ Presto music session input weekly. □ A range of high-quality instruments are made available to enhance children's continuous provision. □ Children join in with rhymes and songs such as Makaton. □ Children learn new songs in Spanish during European Day of Languages. □ Children perform songs for their Nativity performance.

**Vocabulary** - Chant, high/low, Repeat, Rhythm, Sound, Beat, follow, fast, slow, tempo, loud, quiet, stop, go, pitch.



# Understanding the World

## Computing progression through EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**ELG - NO ELG's are represented for this area. We use Education for a Connected World scheme for our Computing curriculum in the EYFS.**

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Begin to explain how to stay safe when using the internet.</p> <p>Know that teachers' communication with them and grown-ups via Tapestry.</p> <p>Turn on the iPad, open a programme and follow instructions.</p> <p>Understand online and offline.</p> <p>Can talk about how to use the interactive whiteboard.</p> <p>To take photographs of construction models from an aerial view of school</p>	<p>Follow teachers' instructions when using an online interactive programme such as paint or draw. Attempt to draw a place that is special to you.</p> <p>Use the iPad to create images using a range of colours and tools to edit and refine.</p> <p>Know that my work belongs to me.</p> <p>Use the tools to label my work – name.</p>	<p>Write a variety of CVC words using a keyboard, comparing any letters that look different on a keyboard.</p> <p>Use the BeeBot and BeeBot app on iPad to input instructions – directional language.</p> <p>Use Typing Fingers LT app to touch type their name and words.</p> <p>Talk about different technology we are exposed to everyday.</p>	<p>Use the iPad to take their own images of our natural environment – e.g. life cycles of plants and caterpillars.</p> <p>Can label parts of a life cycle using a label maker.</p> <p>Understand how to find previously taken images.</p> <p>Use the timer app to determine time spent are spent online/iPad.</p> <p>Use direction to program the BeeBots in our aerial view models.</p>	<p>Use 'Google' to find out more information about plants and use the images to support their own representations – with supervision of an adult.</p> <p>Use iPad (input) to take their own images of their natural environment and print their images (output).</p> <p>Use a Venn Diagram to sort items into categories – TopMarks.</p>	<p>Online community – how people in our community connect online.</p> <p>Know who to speak to if someone upsets you online.</p> <p>Share images with people in our community – Tapestry and Twitter with an adult.</p> <p>Send a group class email to a person in our local community and wait for a response.</p>
<b>Skills</b>	<p>Completes a simple program on electronic devices</p> <p>Begin to list different IT in their home</p>	<p>Create content such as a video recording, stories, and/or draw a picture on screen</p>	<p>Develop digital literacy skills by being able to access, understand and interact with a range of technologies</p>		<p>Use the internet with adults' supervision to find and retrieve information of interest to them</p>	<p>To give reasons why we need to stay safe online.</p>

Online Safety

Programming

Systems & Network

Data

Creating Media

Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Role-play areas will be a key area where a range of technologies will be used in play- telephones, keyboards, interactive whiteboards, iPad's, CD player, Turn Tables. These should be modelled by adults. □ Explicit teaching will be needed within this area when using iPad for researching. This should take place in small, guided groups lead by the adult.

**Vocabulary - Click, Internet, website, mouse, images, paint, technology, share, collect, set, sound, communicate, videos, photos, programme, iPad, Twitter, Tapestry, share, Google, Venn Diagram, interactive.**

**CORE VALUES:**

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## Reception **Spanish** progression through EYFS

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none"><li>Finding out &amp; exploring</li><li>Playing with what they know</li><li>Being willing to 'have a go'</li></ul>		<ul style="list-style-type: none"><li>Being involved &amp; concentrating</li><li>Keep on trying</li><li>Enjoying achieving what they set out to do</li></ul>		<ul style="list-style-type: none"><li>Having their own ideas (creative thinking)</li><li>Making links (building theories)</li><li>Working with ideas (critical thinking)</li></ul>		
<u>ELG-People/Culture and Communities</u> <ul style="list-style-type: none"><li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li><li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li></ul>						
Focus	Speaking		Listening		Culture	
Reception Skills, knowledge and understanding	<ul style="list-style-type: none"><li>To explore replicating mouth shapes and repeating/imitating sounds.</li></ul>		<ul style="list-style-type: none"><li>To explore how to listen to be able to hear new sounds and words.</li><li>To begin to understand that sounds in a different language have different meaning.</li><li>To explore how to learn and remember language through song and rhyme.</li></ul>		<ul style="list-style-type: none"><li>To begin to develop as a global citizen by exploring similarities and differences between own and other cultures.</li></ul>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Learning outcomes	<p>To listen and respond physically to a greetings, a farewell, and the phrase 'Thank you'</p> <p>To attempt to say in Spanish a greetings, a farewell, and the phrase 'Thank you'</p> <p>To understand that Spain is another place in the world where people speak another language</p>	<p>To listen and respond physically to counting 1-10</p> <p>To attempt to say a number or sequence of numbers in Spanish</p> <p>To enjoy and join in with an authentic Spanish counting rhyme eg. “<i>Tengo dos manitas</i>”</p>	<p>To listen and respond physically to the days of the week</p> <p>To attempt to say a day or a sequence of days in Spanish</p> <p>To join in and try to sing the birthday song “<i>Cumpleaños feliz</i>”</p>	<p>To listen and respond physically to some colours (eg. Red, yellow, green and blue)</p> <p>To attempt to say a colour in Spanish</p> <p>To join in with a guessing game to anticipate the colour</p>	<p>To listen and respond to the question “¿<i>Cómo te llamas?</i>”</p> <p>To attempt to say the name phrase in Spanish. “<i>Me llamo...</i>”</p> <p>To be aware of some nouns of members of the family in Spanish</p>	<p>To listen and respond physically to a greeting, a colour and a number.</p> <p>To attempt to ask and answer in Spanish the question “¿<i>Cómo te llamas?</i>”</p> <p>To join in with an authentic Spanish song</p>
Specialist teacher input weekly to enhance provision in this area. □ A range of high-quality, bi-lingual books will be made available for continuous provision. □ Spanish vocabulary and songs are used throughout the day by EYFS staff. Learning is revisited regularly by staff to embed new vocabulary learned in previous session. <b>Vocabulary:</b> Greetings – <b>hello, goodbye, thank you</b> , good morning, good afternoon, yes please, numbers (1-10), Merry Christmas, Happy Birthday, colours ( <b>red, yellow, green, blue, purple, pink, orange, brown, black, white</b> ). What's your name?. My name is.... <b>mum, dad, baby</b> , brother, sister.						